

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	November 13, 2017, to August 31, 2018	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEA EDUCATION AGENCY NOV 23 2017 11:23 TECHNICAL CENTER </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov , (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Beeville ISD	013901		
Vendor ID #	ESC Region #		
74-6000331	2		
Mailing address		City	State ZIP Code
201 North St. Marys Street		Beeville	TX 78102-4606

Primary Contact

First name	M.I.	Last name	Title
Jay	M	Viertel	CTE Coordinator
Telephone #	Email address		FAX #
361-362-6000 x5080	jviertel@beevilleisd.net		361-358-7837

Secondary Contact

First name	M.I.	Last name	Title
Bonnie		Bomar	Exc Dir for Learning/Innovation
Telephone #	Email address		FAX #
361-358-7111 x1047	bmontoya@beevilleisd.net		361-358-7873

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Marc	A.	Puig	Superintendent
Telephone #	Email address		FAX #
361-358-7111 x1051	mpuig@beevilleisd.net		361-358-7873

Signature (blue ink preferred)

Date signed

10-25-17

Only the legally responsible party may sign this application.

701-17-103-094

Schedule #1—General Information

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

We, Beeville ISD, seek to expand and strengthen our Health Science career cluster. High local, regional, state and national occupational demand in Health Services coupled with high pay potential, offers our students an exciting and viable career pathway to pursue. The district will offer students certifications in multiple areas while in high school with an established post-secondary link to advanced certification and/or degree programs. The Health Science program is a direct result of the district's strategic plan in response to the district wide needs assessment. The district goals of innovative programming, partnerships with local higher education and industry and data driven decision making all factored into the decision to commit to expanding this cluster for area students.

In developing the proposed budget, the district reviewed the grant's goals compared to campus and district goals to ensure an accurate quantification of our objectives and outcomes. Collaboration with local and regional health science industry partners, Health Science leadership teams from other school systems, workforce leadership at higher education and certification entities and directed local research all played important roles in the development of the proposed budget. This provided the district with an accurate understanding of the amount of grant funds that would need to be requested in order to meet the defined goals of the application.

Based on the needs assessment it was determined that the district would focus on the Health Sciences cluster. The needs assessment included:

- District student survey data showed that Health Science was the number one high interest area for incoming 9th graders.
- Health Science offerings at the high school level are currently serving over 175 students. Four new Health Science classes currently carry 90 students.
- Two Health Science careers (Registered Nurses, Licensed Practical and Vocational Nurses) are ranked in the top five in the Coastal Bend Region as a growth industry (Texas Career Check, Occupation Trends).

If awarded, the district's goal is to utilize grant funds to increase and supplement Health Science cluster offerings and; thus, creating more Health Science endorsement areas and certifications for students. Therefore, the district will implement the following strategies and objectives:

- Ensure that the district Health Science program prepares students for the high wage, high skill, high demand occupations in the emerging Health Science field.
- Strengthen the link between the district Health Science program and related postsecondary programs of study.
- Expand the district Health Science program partnership with local health care facilities to include on-site industry internships, partnerships, apprenticeships and mentorships.
- Offer innovative programs in the Health Science cluster that will lead to certifications to include but not exclusive to Certified Nursing Assistant, Licensed Vocational Nurse, Certified Pharmacy Tech, Certified Medical Administrative Assistant, Certified Clinical Medical Assistant and Billing and Coding Specialist.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The needs assessment process was designed and reviewed by district and campus leadership teams. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring the results clearly identify the gaps and weaknesses of the district. The stakeholders (Superintendent, Chief Financial Officer, Executive Director for Learning and Innovation, CTE Coordinator and Principals) will meet on a quarterly basis, or as needed, to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the district Board Members and TEA for approval.

The Superintendent, will be the individual that will obligate the district to the grant activities according to state and federal regulations. He holds a Doctorate Degree in Educational Leadership and a State of Texas Superintendent Certificate. He will ensure that previously allocated state and local funds are not diverted from the campuses because of its acquisition of grant funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal, state, and local service activities. The CTE Coordinator will be designated specifically to ensure the project remains within budget, on schedule, and within scope. This individual holds a Masters Degree in Educational Administration, is completing his State of Texas Superintendent Certificate, has 29 years of experience in education and has the experience required to successfully oversee the program.

In order for the district to be able to monitor the attainment of district goals and objectives, the district has various processes and procedures to evaluate the program.

- Classroom observations will be conducted on a regular basis in order to provide the CTE Coordinator, Principal and grant officials the opportunity to determine whether the teachers' quality of instruction is at the level required for success in the chosen Health Science certification tests.
- The district will have students participate in surveys that will provide feedback on the teachers' class instructional strategies and coursework and certification preparation.
- The teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities and student progress toward targeted certification.
- Construct local performance measures aligned to certification areas.

The district's administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. District stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

In order to ensure that all program participants remain committed to the success of the project, the district has ensured that they have received buy-in from all participants, including administrators and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, school board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The district will coordinate multiple federal and state programs and local funds to enhance the services provided and sustain the program beyond grant funding.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 013901	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$26500	\$0	\$26500	\$5300
Schedule #9	Supplies and Materials (6300)	6300	\$58650	\$0	\$58650	\$11730
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$
Grand total of budgeted costs (add all entries in each column):			\$85150	\$0	\$85150	\$17030

Administrative Cost Calculation

Enter the total grant amount requested:	\$68120
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$3406
This is the maximum amount allowable for administrative costs, including indirect costs:	

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	Project director				
5	Project coordinator				
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk				
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21					
22					
23					
24	Subtotal employee costs:			\$0	
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay			
26	6119	Professional staff extra-duty pay			
27	6121	Support staff extra-duty pay			
28	6140	Employee benefits			
29	61XX	Tuition remission (IHEs only)			
30	Subtotal substitute, extra-duty, benefits costs				
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 013901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Kaduceus Inc. – Medical CTE program and certification resource	\$14000	\$2800
2	National Healthcareer Association – Medical program and certification resource	\$12500	\$2500
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$26500	\$5300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>			
County-District Number or Vendor ID: 013901		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$58650	\$11730
Grand total:		\$58650	\$11730

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 013901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419		
6419	Non-employee costs for conferences. Requires pre-authorization in writing.		
Subtotal other operating costs requiring specific approval:			
Remaining 6400—Other operating costs that do not require specific approval:			
Grand total:		\$0	

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 013901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$0	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	654	63.1%	Will benefit from the high wage potential after graduation.
Limited English proficient (LEP)	15	1.5%	
Attendance rate	NA	94.2%	Higher program interest and increased programming will assist in this area.
Annual dropout rate (Gr 9-12)	NA	1.4%	Higher program interest and increased programming will assist in this area.
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	20%	
6-10 Years Exp.	2	40%	
11-20 Years Exp.	2	40%	
20+ Years Exp.			
No degree			
Bachelor's Degree	4	80%	
Master's Degree	1	20%	
Doctorate			

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										297	266	274	202	1039

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1	2	2	6

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Schedule #13—Needs Assessment

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A needs assessment to identify and prioritize career and technology cluster offerings was conducted. This allowed for an examination of various criteria including: current and future student interest; facility functionality, availability and utilization; teacher experience and qualifications; number and subject area(s) with endorsements available; and other variables that were found to be significant in career readiness.

The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the district's needs. During these meetings the district needs were ranked using in the area of cluster programing based upon the needs assessment results. Using this ranking, the district set their priorities in the area of Health Science.

As a result of the Comprehensive Needs Assessment, the district identified the following areas of need in our CTE Health Science Cluster area:

- Additional courses of study and certification opportunities are needed to effectively serve the district population and meet workforce demands.
- Create innovative programs that are tailored to the specific needs of our district population.
- Stronger and more effective realtionships must be created with industry and post-secondary educational entities.
- Program technology and instruction should reflect the latest advances in order to give students the highest chance for industry success.

If awarded, the district's goal is to utilize grant funds to increase Health Science cluster offerings and supplement current offerings and; thus, to offer more Health Science endorsement areas to students. Therefore, the district will implement the following strategies and objectives:

- Ensure that the district Health Science program prepares students for the high wage, high skill, high demand occupations in the emerging Health Science field.
- Strengthen the link between the district Health Science program and related postsecondary programs of study.
- To expand the district Health Science program partnership with local health care facilities to include on site industry internships, partnerships, apprenticeships and mentorships.
- To offer innovative programs in the Health Science cluster that will lead to certifications to include but not exclusive to Certified Nursing Assistant, Licensed Vocational Nurse, Certified Pharmacy Tech, Certified Medical Administrative Assistant, Certified Clinical Medical Assistant and Billing and Coding Specialist.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Additional courses of study and certification opportunities are needed to effectively serve the district population and meet workforce demands.	The grant funding will be used to solidify certification opportunities for the new programs. Partnerships with advanced certification testing programs will increase the opportunity to test as well as the students success on those tests.
2.	Create innovative programs that are tailored to the specific needs of our district population.	The innovative program creation as well as the current program strengthening will be funded with the grant money. The acquisition and development of high rigor programming will be a primary goal of the district.
3.	Stronger and more effective relationships must be created with industry and post-secondary educational entities.	The new pathways in Health Science that the grant funds will create stronger relationships with industry and post-secondary educational entities. These relationships will be formed around the extended practicum opportunities in the Health Science program.
4.	Program technology and instruction should reflect the latest advances in order to give students the highest chance for industry success	A variety of technology and equipment will be purchased through grant funds and utilized in the daily instruction of the Health Science cluster.
5.		

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Schedule #14—Management Plan				
County-district number or vendor ID: 013901			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Superintendent	The Superintendent, will be the individual that will obligate the district to the grant activities according to state and federal regulations. He holds a Doctorate Degree in Educational Leadership and a State of Texas Superintendent Certificate.		
2.	Exec Dir for Learning & Innovation	This individual holds an Educational Doctorate Degree in Curriculum and Instruction and has over 20 years of experience in education. She possesses the experience and skill necessary to ensure the success of this district program.		
3.	CTE Coordinator	The CTE Coordinator will be designated specifically to ensure the project remains within budget, on schedule, and within scope. This individual holds a Masters Degree in Educational Administration, is completing his State of Texas Superintendent Certificate, has 29 years of experience in education and has the experience required to successfully oversee the program.		
4.				
5.				
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Expand certification options	1. Explore certification options with industry/post-secondary	9/28/17	11/16/17
		2. Visit similar model programs and discuss with their experts	9/28/17	12/16/17
		3. Expand certifications and plan implementation	11/16/17	1/28/18
		4. Summarize certification options	1/10/18	1/28/18
		5. Advertise the all certifications to students	2/1/18	5/1/2018
2.	Expand pathway offerings	1. Discuss pathway options with industry/post-secondary	9/28/17	11/16/17
		2. Visit similar model programs and discuss with their experts	9/28/17	12/16/17
		3. Identify pathway and plan implementation	11/16/17	1/28/18
		4. Create synopsis of all pathways	1/10/18	1/28/18
		5. Advertise the pathways to students	2/1/18	5/1/2018
3.	Provide facility, technology and equipment for pathways	1. Discuss options with industry/post-secondary	9/28/17	12/16/17
		2. Visit similar model programs and discuss with their experts	9/28/17	12/16/17
		3. Identify needs and plan implementation	11/16/17	1/28/18
		4. Implement plan	1/10/18	8/1/18
		5.		
4.		1.		
		2.		
		3.		
		4.		
		5.		
5.		1.		
		2.		
		3.		
		4.		
		5.		

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant personnel will meet regularly specifically for the purpose of providing feedback to ensure continuous improvement. The district will follow the established timeline that coincides with the grant period. Milestones of expected accomplishments will be set to monitor program success and/or weaknesses. The timeline will include:

- Creating a dedicated Health Science learning environment on the high school campus;
- Strengthening current and establishing new Post-Secondary and Industry partnerships.
- Meeting with staff and stakeholders to review student academic progress in the cluster offerings;
- Expansion of certification opportunities.

The district solicits feedback and monitors progress on an on-going basis. Information gathered from internal and external evaluations that assess program's efficiency in meeting stated goals and measurable objectives is used to monitor and adjust the program as the stakeholders deem appropriate. Prior to making any changes, the district reviews all of the activities that are being implemented and their corresponding objectives. If any data is available that may explain the reason why goals are not being met, the district reviews this information and determines if changes are required to the activities, objectives, or the goal. Prior to making any changes, the district notifies all stakeholders and schedules a meeting to receive feedback.

The district maintains close contact with all staff, teachers, students, parents, and members of the community. Any changes that may need to be made to the goals, objectives, or design of the project will be added to the school board agenda or campus' website. This will provide an open forum for changes to be discussed and stakeholders to provide feedback. Parents and students will be sent home with a notice in both English and Spanish that will inform them of the school board meetings being held to discuss the proposed changes. Staff and teachers will be provided notices via email, and members of the community will be notified through the school marquee and district and each high school website.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If awarded, the district will provide existing community, state, and federal program resources to support and maximize the effectiveness of the Health Science cluster. The Chief Financial Officer will be utilized to manage grant expenditures; district administrators will conduct assessments and evaluations; and Board members will assist in keeping stakeholders informed of the on-going progress or the project. These funds will not be used to divert or decrease existing services required by state law, State Board of Education, or by local policy.

In order to ensure that all project participants remain committed to the success of the project, the district has ensured that they have received buy-in from all participants, including management, administration, teachers, and board members. Throughout the term of the grant, the district will continue to meet quarterly with teachers, board, collaborators, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 013901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Health Science class grades	1.	Increased success in Health Science class content
		2.	Increased level of aptitude in Health Science skills
		3.	
2.	National Certification Testing	1.	Increased number of student certification tests
		2.	Increased number of successful student certification tests
		3.	
3.	Post-Secondary program data	1.	Increased number of students in a post-secondary Health Science program
		2.	Increased number of students that complete post-secondary certification
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the program. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. The district will collect both quantitative (i.e. Number and subject area(s) with certification, test score results, report cards, classwork, etc.) and qualitative data (i.e. surveys, observations, etc.) in order to determine whether they are on target to meet all of the identified objectives and milestones of the program.

The surveys, observations, and data collected will allow the district to determine whether the Health Science cluster is positively impacting the students. Areas of concerns will be discussed and modifications will be made regularly to the proposed plan as needed.

The district will utilize individual Health Science class grades, certification level testing of the students and the post-secondary program data to evaluate the effectiveness of the Health Science cluster and will serve as a resource in the decision making for continuous improvement of the grant.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 013901

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The project used data from the Texas Workforce Commission and the U.S. Department of Labor to evaluate and identify the high demand occupations in our area. After identifying the local, regional, state and national need for Health Science, the project focused on the preparation for those occupations.

Using certification data and program data from sources including secondary education, post-secondary education and national certification organizations, the proposed parts of the Health Science cluster were created. The program offering was then checked against the local job data to ensure that the process had met the needs of our local workforce.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 013901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The district is building a Health Science program that is aligned with the high demand occupations of Registered Nurse and Licensed Vocational Nurse with a focus on certifications that increase the workforce opportunities for the district student population. Students are offered a variety of sequences that lead to multiple pre-graduation certifications opportunities as well as post-secondary certification and degree options. The district partnership with local industry and post-secondary education led to an innovative set of sequences that maximize the opportunities that a student has in their education timeline.

The program coordination of the core, advanced placement, dual credit and elective classes works in harmony with the Health Science program to create a solid path to the identified high-demand occupations. Each program of study has a specific pathway that guides the student to their objective with appropriate rigor and industry based standards. The educators, support staff and administration are committed to all aspects of the Health Science program and the student population in the courses.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 013901

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

LVN Crosswalk Sample9th Grade Year

4 CORE to include Biology

PE

Fine ART

LOTE

10th Grade Year

4 CORE

LOTE

Health Science Theory

or

Medical Terminology

or

CBC HPRS 1304 Basic Health Prof Skills

CBC HITT 1305 Med Terminology I

OR

CBC HPRS 2302 Med Term for Allied Health

11th Grade Year

4 CORE (all year)

Health Science Practicum 1/Extended Practicum
(1st Semester)

CBC VNSG 1116

Nutrition

CBC VNSG 1133

Growth and Development

CBC VNSG 1320

Anatomy & Physiology

CBC VNSG 1323

Basic Nursing Skills

CBC VNSG 1227

Essentials of Med Admin

Health Science Practicum/Extended Practicum
(2nd Semester)

CBC VNSG 1361

Clinical LVN/LPN

CBC VNSG 1230

Maternal-Neonatal

CBC VNSG 1234

Pediatrics

CBC VNSG 2360

Clinical LVN/LPN

CBC VNSG 2431

Advance Nursing Skills

Summer School at College12th Grade Year

4 CORE (all year)

Health Science Practicum 2/Extended Practicum
(1st Semester)

CBC VNSG 1329

Medical-Surgical Nursing

CBC VNSG 1331

Pharmacology

CBC VNSG 1126

Gerontology

CBC VNSG 1219

Leadership

Health Science Practicum 2/Extended Practicum
(2nd Semester)

CBC VNSG 1201

Mental Health & Mental Illness

CBC VNSG 2366

Practicum- LVN/LPN

CBC VNSG 1432

Medical – Surgical Nursing

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013901

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The current Post-Secondary partner is Coastal Bend College in Beeville.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The district has partnerships with Christus Spohn Hospital, Beeville and Woodridge Nursing and Rehabilitation Center, Beeville.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 013901

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The district will provide existing community, state, and federal program resources to support and maximize the effectiveness of the Health Science cluster.

In order to ensure that all project participants remain committed to the success of the project, the district has ensured that they have received buy-in from all participants, including management, administration, teachers, and board members. Throughout the term of the grant, the district will continue to meet quarterly with teachers, board, collaborators, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 013901

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The list of industry certifications and programs of study that have been identified:

- Registered Nurse
- Licensed Vocational Nurse
- Pharmacy Technician
- Emergency Medical Technician
- EKG Technician
- Certified Nursing Assistant
- Community Emergency Response Team
- Registered Dental Assistant
- Sterile Processing & Distribution
- Clinical Medical Assistant
- Phlebotomy Technician
- Billing and Coding Specialist
- Electronic Health Record Specialist
- Physical Therapy Assistant

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 013901

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Area 4 must address this question.

If awarded, the grant money will complement the existing program by meeting the high local, regional, state and national occupational demand in Health Services through the expansion of current offerings and the creation of new and innovative programs of study. The expansion of these offerings identified through our district partnerships would be the target of the grant award. Expansion of certification and degree opportunities, acquisition of industry standard technology/equipment and the increase of rigor through the cluster will be in alignment our current CTE program trend. The Health Science program will join our Manufacturing and Human Services programs as innovative, rigorous and industry aligned programs.

High local, regional, state and national occupational demand in Health Services coupled with high pay potential, offers our students an exciting and viable career pathway to pursue.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 013901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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